

The
HOPKINS ARMS



Graduation Number, 1922

PALMAM QUI
MERUIT FERAT

THE HOPKINS ARMS

Issued quarterly by the Students of Hopkins Academy, the Public High School of
Hadley, Massachusetts.

Vol. X. No. 4

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Official organ of Hopkins Academy.

Published four times during the
school year.

Subscriptions \$1.00 a year. Single
copies 30 cents.



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EDITORIALS

We extend to each and every member of the
Class of 1922 our hearty congratulations and
sincere good wishes for the future.

The past year has been a very successful one
in many phases of school activities. In taking
over the work of the *Hopkins Arms* Board the
new staff recognizes the success of our prede-
cessors and hope that we will have your support
as they have had. We feel that co-operation is
as necessary for a prosperous school paper as it
is for a successful athletic team and we urge all
our friends, alumni, townspeople and under-
graduates,—show your interest in Hopkins
Academy—subscribe for the *Hopkins Arms*.

SCHOOL NEWS

The students of the school heard a very inter-
esting talk by Mr. Hawkes on June 13th. He
told us the story of a book entitled "The Sword

of Conquest" and also related many interesting
incidents of his boyhood. We are always glad
to welcome Mr. Hawkes and appreciate his inter-
est in our school activities.

On June 14th the Senior Class gave the three-
act play, "*The Dutch Detective*" in the Town
Hall. The cast was as follows:

Jabo Grabb—The police form of Splinterville,	Edward Jekanowski
Otto Schmultz—The Detch Detective,	Harold Pelissier
Major Hannibal Howler	John Mileski
Augustus Coo	John Mokrzecki
Flunk Jarleek	Edward Coffey
Ambrosia McCarty	Julia Keefe
Araminty Soudrops	Sophie Banasieska
Katrina Krant	Jennie Wosko
Gladys Howler-Coo	Josephine Kremensky
Horstensey Smatters	Helen Mazeski

The Hadley Orchestra furnished music for the
occasion.

Sophomore Farewell to the Seniors

On June 16th the Class of 1924 gave the

annual farewell to the Seniors. The program consisted of several songs with words written for the occasion; a jingle for each member of the Senior Class and a dramatized prophecy.

After the program Mr. Reed showed some lantern slides.

Class Day

Class day was observed by Hopkins Academy Monday, June 19. Harold Pelissier delivered the president's address of welcome, after which the class history was read by Mary Slaby, the class prophecy by Sophie Banasieska, the prophecy on the prophet by Jennie Wosko, and the class will by Julia Keefe. John Moore delivered the charge to the school.

The class ode was then given by Gertrude Crafts. Lewis Whitaker presented gifts from the junior class, after which Helen Mazeski delivered the charge to the juniors. "Our Athletic History" was given by Joseph Yarrows, after which Josephine Kremensky described "Hopkins Academy in 1950." Edward Coffey made the presentation of the class gift. Following the singing of "Hail, Hopkins, Hail," the class tree was dedicated on the campus by Edward Suleski.

Alumni Reunion

The annual reunion of Hopkins Academy Alumni Association was held Monday night, June 19. Ernest Russell, president of the association, presided. He welcomed the graduating class to the association. Harold Pelissier, president of the class, responded. Dr. F. H. Smith, president of the board of trustees, and James P. Reed, principal of the Academy, addressed the alumni. Willard Scott of Brookline was the speaker of the evening. The following officers were elected for the coming year: President, John R. Callahan, Jr.; vice-presidents, Mrs. Minnie R. Dwight, Helen Bistrek, Carl Whitaker; secretary, William Dwyer; treasurer, Arthur Johnson; prudential committee, John R. Callahan, Jr., Louis D. Pelissier, Ernest Hibbard, Marion Lawrence, Susie Kremensky, Mrs. Katherine Byron.

Address of Welcome

HAROLD PELISSIER

Friends, Alumni, Schoolmates and Faculty:—

We, the Class of 1922, extend to you, a most cordial welcome to these exercises which mark the close of our course at Hopkins.

At this time, we wish to take the opportunity to thank those that have made possible the privileges and pleasures of our high school course.

Townpeople, Trustees and School Committee, friends of Hopkins Academy, you have made possible for us a high school course which is far superior to that of any other high school of its size. You have encouraged a practical all-around training. You have been loyal to us at all times, whether in athletics or in dramatics. You have been every ready to support us by your patronage and enthusiasm.

Alumni, as we greet you here today, to the scenes you love so well, we feel that you alone can sympathize with us. You know our feelings as we leave this institution.

Schoolmates, in greeting you, we thank you for your friendship and your part in making our school life so enjoyable.

Teachers, you have been true friends to us throughout our course. In spite of our many mistakes you have always been patient, loyal and kind. You have never been too busy to help us out of our difficulties. We are glad to have you with us at our commencement exercises and assure you that we will never forget all that you have done for us.

Again I say, we the Class of 1922, cordially welcome you to these exercises today.

Class History

MARY SLABY

Among the most important events in all modern history happened in the fall of 1918 when the present Senior Class entered Hopkins Academy as freshmen, bringing with it a fine spirit of leadership, good cheer, musical and dramatic ability, determined to win, in fact all that goes to the making of a good class. There were 28 of us in all, Joseph Babiak, Michael Babiak, Sophie Banasieska, John Bem-

ben, Michael Lehane, Mitchell Chumura, Edward Coffey, Gertrude Crafts, Clarence Hickey, Harold Hickey, Lee Higgins, Anthony Jekanowski, Edward Jekanowski, Julia Keefe, Helen Kokoski, Josephine Kremensky, Susie Kremensky, Helen Mazeski, John Moore, Mary Neil, Harold Pelissier, Mary Slaby, Edward Suleski, Ethel White, Jennie Wasko, Joseph Yarrows and Josephine Zygmunt.

We were not long in choosing our class officers. In fact we had to be quick about it as our first class meeting was beset with difficulties, the Sophomores thinking we needed a little friendly advice proceeded to give it to us by force, trying to break in and enter our meeting. We set our husky guards at the doors, however, and resisted their measures while we elected John Meleski president, Harold Pelissier, vice-president, Susie Kremensky secretary, and Edward Coffey treasurer.

The faculty that year consisted of Mr. James P. Reed, principal, Miss Mary Cook, Miss Grace Leonard, Miss Marion Hillman, Mrs. James P. Reed and Mr. Edward Burke. Miss Leonard was our class adviser. Miss Cook left during the fall of this year and Miss Lillian Perkins took her place. Miss Hillman also was married to Ralph Hibbard this year and Mrs. McKilligot took up her work.

In the Spring of this year we won the respect of all the school and of the townspeople when at our freshmen social we presented a two-act play, "The Ugliest of Seven" in excellent manner with Helen Mazeski and Harold Pelissier in the leading parts. We have held throughout our four years' course and we attained success in dramatics.

From the very beginning we were a sociable class, and liked to be together, our first picnic was a trip to Orient Springs, where we enjoyed a market full of lunch and a case of soda. Games and wading were pleasant features of the occasion, and all went well 'till the foot-wear of one member of the class mysteriously disappeared.

We returned in the fall of our Sophomore year with but two missing from our ranks, Lee Higgins and Michael Lehane. This was eventful,

happy and successful year for us. For class officers there were Edward Coffey president, John Mileski vice-president, Helen Mazeski secretary, and Mary Slaby treasurer. There were several changes in the teaching force however, Mr. Burke who had been at Hopkins many years became a teacher at M. A. C. and Mr. Loring took up the work of our agricultural department. Miss Burke taught French, Miss Reed household arts, Miss Reece left at Christmas and Miss Breckenridge came for a short time, left because of illness and was succeeded by Miss Corbin, Miss Francis was teacher of English.

Our Sophomore social was a fine success when we presented the play "The Old Maid". Sophie Bonasieska as an Irish woman, Julia Keefe as a negress, Mary Slaby as a Swedish widow, Ethel White as the Old Maid, John Mileski as a jolly widower, Mary Neil and Edward Coffey as the young couple and Edward Suleski as a child of eight who kept the audience laughing most of the time. This was followed by a mock prize-speaking contest given in a humorous manner by the class. John Mileski was a member on prize-speaking this year and Ethel White as alternate.

The Junior year found us diminished in numbers, eight were unable to return in the fall but we welcomed Katherine Toole to the class from Northampton High School. Our class officers this year were Harold Pelissier president, Joseph Yarrows vice president, Ethel White secretary and Julia Keefe treasurer. Among the events of this year were the Junior Promenade, a very successful and enjoyable Halloween social, several "dog roasts and trimming the hall for graduation.

Five of the ten prize speakers chosen this year were from our class, Harold Pelissier, John Mileski, Edward Jekanowski, Edward Coffey and Sophie Banasieska, Miss Calahan began her work in the English department this year.

This year past, our Senior year at Hopkins has been full of pleasant events and responsibilities. We were fortunate in having Harold Pelissier as our president, Joseph Yarrows as vice-president, Ethel White as secretary and

Josephine Kremensky as treasurer. On December we were in charge of the M. A. C. concert, which was successfully managed. This year several members of our class exhibited literary ability and were members of the *Hopkins Arms* staff. Katherine Toole, editor in chief; Susie Kremensky, Ethel White, Mary Neil, Edward Coffey, associate editors and Harold Pelissier manager.

The *Hopkins Arms* was started with two of our class members, Ethel White associate editor and Harold Pelissier as assistant manager.

From our class in prize speaking contest were Harold Pelissier, Edward Coffey, John Mileski and Helen Bazeski. Besides this we presented many programs before the main room, including debates. Two of our class, Katherine Toole, and Harold Pelissier were in the Amherst-Hopkins debate.

Another feat of our achievement was exhibited when seven of our members made the Pro Merito Society, Mary Neil, Ethel White, Susie Kremensky, Josephine Kremensky, John Mileski, Jennie Wosko and Katherine Tool.

Our Senior Social took the form of a Minstrel Show and gave everybody a good time. Our Senior play, "The Dutch Detective" the past week and with this, our class day exercises today and commencement exercises tomorrow our course at Hopkins Academy comes to a close. Classmates, the history of our four years is finished but you're about to begin the history of your life in the world. We have been well trained, our ranks are formed, the order is forward, let us march to victory.

Class Prophecy

SOPHIE BANASIESKA

It was the year 1932, 10 years after I had graduated from Hopkins Academy and I was enjoying a trip around the world.

It was quite late in the evening when we arrived in New York so we decided to take in a show. While passing the Broadway Theatre we noticed that the crowd was very much excited, everybody rushing to get tickets; so we

decided to go also, and find out the cause of all this commotion. After setting there patiently for at least an hour, the curtain arose and announcement was made that the greatest actor of America was to take the leading part in the wonderful play "The Heart Breaker." Soon the great actor appeared on the stage and I recognized him at once as Harold Pelissier, one of my class mates at Hopkins Academy.

At first I scarcely could believe it, but when he began to speak I knew it was he. Then I remembered what a hit he had made in the "Dutch Detective" and in "The Half Back's Interference." The play was fine and I had to wait for hundreds to congratulate him before my chance came.

Naturally I asked him about the other classmates. He had lost track of most of them, but he had met Julia Keefe while she had been taking a leading part in an opera. Later he heard she had studied under Mary Garden and Alma Gluck, and had become famous as a soloist.

While giving one of her performances at Shutesbury, she had fallen in love with a young farmer. They had been married and were now living at his home in Shutesbury, where she threw flatirons and rolling pins to the time of her songs.

Next morning we sailed for Europe, and while on the ship we met Joe Yarrows, the Captain. It seemed strange to hear him ordering the crew around when he had always been so quiet at Hopkins.

A week later we landed at Liverpool and saw there gaily colored signs everywhere, advertising the great boxing contest to be held the next day in London; and to determine who should hold the boxing championship of the world.

My husband was determined that we should go and I was glad I did; for the young man who won the championship proved to be none other than our classmate Eddie Jekanowski.

We travelled from one country to another until we arrived in India and there we met

Gertrude Crafts as a missionary, teaching the native girls "household arts and physical training."

For months we travelled and then we came back to California. There we met Jennie Wocko, experimenting in her laboratory trying to invent a gas which would kill mosquitoes.

Our next stop was on the "Desert of Arizona." There we met a gang of cowboys driving a large herd of cattle. The leader looked familiar to me so I stopped and watched him awhile and who do you suppose it was? Edward Suleski. I talked with him and he told me he owned a large ranch and besides that he was trying to introduce date growing. He also said that Mary Neil was teaching in the same town and was wearing a diamond ring presented to her by a cowboy.

We met John Moore out in Chicago, now a rich broker. He had married a rich man's daughter and out there had also earned much money through his own efforts. He was known for miles around as the man with a generous heart, for he had helped many a poor person in his struggle to earn a living. He told me that Edward Coffey had become a member of the cabinet at Washington, D. C., and was engaged to a minister's daughter, and that Kathryn Toole was also at Washington working as a private secretary. She soon quit as she was to be married to a carpenter in her own home town.

Our next stop was at Pennsylvania and here was where we had the surprise of our life. While passing a beautiful large building, we saw a woman coming towards us. She was dressed in an old fashioned dress, and her hair was pulled back tightly; but when I looked in her face it was familiar to me. I asked my husband if he knew her, and he said "Of course, that is Mary Slaby who went to Hopkins with you." I ran over to her and asked her what she was doing there. She said that after leaving Hopkins she stayed at home for a few years and had received so many proposals of marriage that she couldn't decide which one to except; so had decided to remain an old

maid instead of a heart breaker; so she had gone away and had started an old maid's home, out there in Pennsylvania. I couldn't believe her at first but then I remembered how tender hearted she had been in school and that she could never break a man's heart. She said that Josephine Kremenski after graduating from the Holyoke Hospital, had married a doctor and was now living in Boston, where she was directing "Hospital Extension Work" in the slums; and that Susie Kremenski had graduated from Framingham Normal and after teaching for a few years, had married a butcher and was now running a meat market in Ashfield.

We came back to Hadley and here we met John Mileski. He was running a farm which had come to him with a farmerette of his own home town. He was happy and fat as ever.

Of course during all these years I had kept track of my old friend and chum Helen Mazeski. Although at times she had been rather hard to keep track of. She had travelled through the wilds of Africa and Australia, as well as through the ice-bound regions of the north in search of song birds which she trained to sing in imitation of her own fine voice. These birds each sold for a great price so Helen was now very rich and happy for she had married a great tenor.

Now I suppose you are anxious to know who my husband is. I hesitate to tell you, as it is one of your members here today. It is the wonderful president of the freshman class Horace Babb.

Charge to Juniors

HELEN MAZESKI

To our friends of the Junior Class:—

This year takes us, the Class of 1922, on our way into the world, but leaves you with opportunities of another school year. As we finish our course at Hopkins Academy, we wish to extend to you, members of the Class of 1923, our best wishes, before you take our places as Seniors.

Everyone of you should be eager to do all you

can for your class and school. Put school spirit above class spirit, but be loyal to both.

Everyone of you should get into athletics for the good it will do you physically and mentally. But remember too, to study your lessons faithfully every day. Make high school scholarship one of your first aims.

You have teachers who will stand by you whether you fail or whether you succeed. They are interested in you and always ready to help you.

In return be considerate of them. Help them as much as possible and give them your best attention.

Remember the responsibility of being Seniors. The lower classes look up to you for advice and they will follow whatever example you set them and let it be a good one.

These are only suggestions we are giving you, but if you profit by them your last year at Hopkins will be happier and you will be spared many a regret.

Class of 1923 we wish you the best of success, as Seniors of Hopkins Academy.

The Prophecy On The Prophet

JENNIE F. WOSKO

Since I graduated from Hopkins Academy with the famous Class of 1922, my time has been very limited. In the fall of that year I became a general agent for the Fuller Brush Company and was kept rather busy selling floor mops, hair brushes and brooms from house to house all over the state. Naturally this required a great deal of travel so when night came I was always glad to rest and enjoy a good book.

Although I was very familiar with all the books in the Hadley Library, I knew but little of Forbes Library, thus one evening I took a trip to Northampton to inspect the library shelves and learn who were the latest authors.

I stopped before a shelf of the most recent books and whose name do you suppose I saw printed in gold letters on a whole row of handsomely bound volumes? It was Edward Jekanowski my old classmate. He now had a whole

line of degrees after his name, Ph.D., M.A., S.B. and L.L.D. Eagerly I scanned the books and finally selected one to bring home entitled: "America's Greatest Farmerette."

The next day after my work was completed—with a long winter evening before me, a cherry fireplace near-by and a dish of confectionary at hand, I took up the book which I had been anticipating all day. It proved to be the autobiography in detail of one of my other classmates who had made a name for herself in the world—Sophia Banasieska. She had graduated from Hopkins Academy June '22, then entered Massachusetts Agricultural College, where during her four years' course she received many honors and scholarships and graduated the highest in her class.

Being now an expert farmerette with the latest ideas for practical farming, Sophia purchased a farm of sixty-nine and one-third acres in North Hadley. Being thrifty and economical Miss Banasieska practically managed the entire farm herself, doing all the supervision and much of the work. Her farm was devoted primarily to the raising of garden vegetables, poultry and cows. She had a flock of a thousand pure-bred Bantam hens, each of which had a Latin or Greek name, and was trained to do tricks and to come when its name was called.

Her herd of cows consisted of one hundred registered Jerseys, each named after some famous woman. She was very careful of these cows and would not allow them even to go out in the sun without a straw hat on.

There was not a square inch of the farm but what was utilized to some good advantage. She cared nothing for useless beauty but adorned her front lawn with turnips and onions—and for climbing vines for the piazza there were cucumber and watermelon vines.

Her chief vegetable crop, however was cabbage. The near-by markets were simply flooded with them. Not only that but she had large quantities of them made up into Sour Krout which she sold all over the country and shipped to European countries, where there had been a great demand for it. She made

every year thousands upon thousands of dollars which she used in intensifying still further her farming.

Her fame spread quickly—reporters swarmed around her door. Her name appeared in the Gazette, Union and Republican. Books were written of her accomplishments. Farmers from all over the country visited her to learn successful methods.

The final chapter closed with a growing prophecy for her success and international fame for the future.

The next day while on my travels, I chanced to pick up the morning paper. In the largest headlines was the announcement of Miss Banasieska's engagement to the author of the book I had been reading the night before. I happened to be then in the vicinity of the Jekanowski farm and stopped to congratulate him.

Class Will

JULIA KEEFE

Be it known that we the Class of 1922 of Hopkins Academy, of the Town of Hadley, in the County of Hampshire and the Commonwealth of Massachusetts, being unrivaled and of superior intelligence, and without the help of man do make, publish and declare this to be our last will and testament—we bequeath the following articles to be distributed among the succeeding classes.

ITEM I. To Mr. Reed we leave our sincerest gratitude; also a petition that he must remain in Hadley the rest of his life and continue to teach at Hopkins that the others may enjoy having him for a teacher as much as we have.

ITEM II. To Mr. Loring we bequeath a harness that he may get hitched up.

ITEM III. To Miss Leonard we leave a Nash car built for two.

ITEM IV. To Miss Aiken we bequeath a pass which will permit her to go to Burlington, Vt., frequently to advise President Bailey in the running of Vermont University.

ITEM V. To Miss Callahan we bequeath a camera to take on her trip to Europe that she

may take pictures, to send back to the members of the Class of 1922.

ITEM VI. To Miss Corbin we leave a book entitled "How to Choose From Many Suitors," written by Eddie Suleski, illustrated by James Comins.

ITEM VII. To Miss Hennessey we bequeath an electric piano player for next year and also records of Helen Mazeski, Eddie Jek. and Pill, to inspire her singing class.

ITEM VIII. To the Class of 1923 we leave the hopes that their boys may be as athletic as the boys in the Class of 1922 and their girls as nice.

ITEM IX. To the boys and girls of our sister class, the 1924 Class, we leave an electric dishwasher so that they won't have the drudgery of washing dishes for the H. H. A. Department next year.

ITEM X. To the Class of 1925 we bequeath a sum of money to hire a dancing instructor for the girls, that they may always keep posted on all the fancy steps. To the boys we leave a supply of brushes and combs so that they may doll up for the girls in the 1926 Class.

ITEM XI. To Horace Babb we leave Harold Pelissier's place in keeping track of all the chickens at Hopkins Academy.

ITEM XII. To the triplets in the Class of 1923 we bequeath a new mirror to be kept in the girls' dressing room as they have the old one worn out.

ITEM XIII. To Bob McQueston we bequeath a new French book as his old one is in a shabby condition due to Bob's diligent study of the contents.

ITEM XIV. To Ted McClean we leave an electric marcella so that he may always have that pretty wave in his hair.

ITEM XV. To Lewis Whitaker and Bunny Banasieska we leave a ten-foot pole to keep them apart when they are in the main room.

ITEM XVI. To William Chumura we bequeath a diploma from the National College of skunk catchers.

ITEM XVII. Lastly and respectfully we bequeath to Hopkins Academy the honor of

having the Class of 1922 on her list of graduating classes.

In witness thereof we cause our class names to be subscribed and our class seal to be affixed hereto by the committee thereto duly authorized on this 19th day of June in the year of our Lord one thousand nine hundred and twenty-two.

MAYOR GAYLORD,
CONSTABLE KEEFE,
SECRETARY HUGHES.

Charge to the School

JOHN MOKRIZEEKI

The time has come when we the Class of 1922 must depart from the school we have loved so well, but before we go we have a few suggestions for you, lessons which hard experience has taught us. If you follow them now you will get much more from your remaining school years.

Keep alive the fine school spirit for which Hopkins, is far famed. Let no petty quarrels or class disputes or jealousies prevent you from showing that broader, deeper loyalty to your school.

As in the past, may Hopkins continue to be the school where there is enthusiasm, friendship and fair play at all times.

Study your lessons diligently. That is what we are here for primarily, to broaden our minds and through faithful work from day to day, become good citizens.

Co-operate more fully with your teachers. Do not be afraid to go to them for advice and for help. We know that they are all interested in us and are always glad and willing to help us.

May we now all resolve to do our very best in whatever we attempt, anything that is worth doing at all is worth doing well; work for honors, not for yourselves alone, but also for the credit it will bring to your school. And now, fellow schoolmates, we extend to you our best wishes for your success and happiness.

Class Athletic History

JOSEPH YARROWS

According to old ideas of education, training of the minds was considered all important. Physical development would look out for itself. The new idea emphasizes the need of a sound body as well as a sound mind, and realizes that the mind without the body is useless.

We of Hopkins Academy are fortunate, through the generosity of friends, in having a large athletic field and gymnasium for the execution of these new methods.

Hopkins Academy has developed athletic teams which have competed with the best in this vicinity. During the freshman year of the present senior class Hopkins did not have a soccer team, but had a very strong basketball team. There were sixteen boys in the freshman class at the beginning of the year 1918. Most of the boys took part in athletics, but because of their size, of course could not make the different varsity teams. Two of them, however, played on the second team in basketball.

Through the kindness of citizens of Hadley, the town hall was used for the first time as a basketball court, during the latter part of the winter. This was a big event in Hopkins basketball history because now more games could be arranged and with stronger teams. The town hall has a seating capacity for a great many more spectators than the gymnasium could accommodate, the floor space for playing is larger and more teamwork can be exhibited.

Hopkins had also a fine baseball team that year, which won most of the season's games.

The next year when we were in the sophomore class, again we had no soccer team. We had, however, an early start in basketball. A basketball league was formed known as the Hampshire Basketball League. In this league, are Easthampton High School, Smith Agricultural School, Amherst High School, Smith Academy from Hatfield and Hopkins Academy. Hopkins Academy, winning every league game played, won the championship of the league

and received an engraved cup from the Rensselaer Polytechnic Institute as a trophy. Most of the boys in our class played on the second team at this time but were sometimes used as substitutes on the first team. Hopkins had one of the strongest basketball teams in the valley that year.

We had also a fine baseball team that spring and a number of boys from our class helped to make it a success.

In 1920, Hopkins organized its first soccer team in a number of years. About a half of the team was made up of juniors. The team was slow in getting started and was beaten by Deerfield in the first game of the season. We played only four games that year. One we lost, in another we scored a victory and the other two ended in a tie. It was in the last game of the season that we won by giving Deerfield a bad beating.

Our basketball team lost nearly every game that winter. Most of the team was made up of juniors. Jekanowski and Coffey played guards and Morse and Pelissier played as forwards. Our team showed a great deal of fight and many close games were played, but because of inexperience they could not score the few extra points necessary to win the games. As the boys on the second team would be playing on the first team in the next few years, they were given much attention and won most of their games.

Like our basketball team the baseball team lost most of its games, but through defeat, we were learning many lessons that would help us later.

At the beginning of senior year at Hopkins Academy there were left only seven boys of the sixteen who had entered as freshmen. All but one of these boys took part in athletics. All played on the soccer team. We had a strong team and won three games, lost two and two ended with tie scores.

Our basketball team was much stronger than the team we had had the previous year. Although our team won less than one half of its games the season was from its true athletic

viewpoint, successful. Three members of the senior class played regularly on the team. The other seniors who took part in athletics played on the second team. Our second team this year was one of the strongest second teams we have ever had, and succeeded in winning all but one of its games.

At the end of the basketball season, a baseball league was formed. Greenfield High, Amherst High, South Hadley High, Smith Academy and Hopkins Academy were the teams in the league. Greenfield had a very strong team and easily won the championship of the league. Hopkins had a much stronger team than we had in 1921, and we have won half of our games. All the seniors who tried out for the team played regularly or as substitutes on it.

Without doubt one of the most important lessons gained in athletics is self-control, which the boys of Hopkins Academy have possessed at all times. How brilliant a man may be intellectually unless he be able to control his temper his life will be a failure. Quickness in case of emergency. Courage, endurance, loyalty, fair play and right living, are other qualities developed by physical training and athletics. All of these, together with those mentioned heretofore, constitute a large part of a boy's education, and are to be attained in no other place than in athletics. They form the boy's most valuable asset for success in life.

Hopkins Academy in 1950

JOSEPHINE KREMENSKY

It was a very hot day in Pasadena, California and I had been out in the sun all morning long, supervising my ranchmen. I ate my lunch with the men, telling them first what to do in the afternoon, and then started off to the Post Office, which was a mile away.

I had not walked more than a half of a mile on the way back to the ranch before I saw a big motor car coming my way. It stopped near me and I saw, to my surprise that my old schoolmate Sophie Banasieska was in the car.

"For land's sakes what are you doing in this forsaken country?" she asked.

I told her how I had come to live out West.

"And what are you doing here?" I returned.

"Oh! I came up here to teach the Japs how to cook and sew and exercise with dumbbells but I gave it up. This country life is too slow for me. Say how long is it since you've seen your old home town?"

"Just twenty-eight years." I answered.

"Goodness, and you've been living here all this time. I don't see how you can stand it. Why don't you come back with me?"

I immediately consented to do this. I jumped into the car and rode out to my ranch to give orders to my ranchmen.

In the morning I bade all my friends "good-bye" and started off for Hadley, very happy. I wanted to ask Sophie about Hopkins Academy, but I didn't get a chance. She talked continually.

We traveled for two days and then stopped at Kansas. On going into a restaurant, we passed a hair dressing parlor, we looked in and who should we see but Catherine Fydenkevez, owner of it.

A little further along I passed a large building with the sign: Fancy horse-back riding taught to ladies and gentlemen—by Gladys Murray.

Our next stop was at Chicago University where we found the "Gold Dust" twins professors of Geometry and Commercial Geography.

For twenty-one days we traveled through hot cities; and I had begun to think that we would never reach Hadley. On the twenty-second day, however, we were going through a beautiful country. The trees looked their prettiest. The streets were unusually neat and clean.

Pretty soon the car came to a stop in front of a very large brick building.

"Where are we now and what is that building?" I quickly asked. "This is Hadley and that is Hopkins Academy," Sophie answered; "not quite as it used to be is it?"

We walked into a building of fifty rooms

and many offices. And this was Hopkins. What a change since 1922! We entered one of the offices.

Who should we meet but Horace Babb, now principal of Hopkins, dictating to his stenographer, Elinor Miller.

I next met Florence Emond the French teacher, but I didn't wonder at this for I remembered that Florence had been almost fond of French as she was of "Durant" cars.

And then there was little Henry Bemben instructor of "Aggie." He hadn't grown a bit since 1922, but it was wonderful to see him instructing boys three times his size, yet maintaining the strictest discipline.

I next saw the many offices of the building, and the different class rooms. The course of study was almost the same with a commercial course added, of which Ethel Fairman was teacher. You see Hadley made a practise of employing its former pupils.

We then went out of doors to look at the beautiful campus, and who should we meet but "Bob" McQueston who now weighed three hundred pounds, mowing the lawn.

"What are you doing here Bob?" I queried.

"Oh! I'm the janitor here, I'm trying to reduce weight by hand work."

But I noticed that he didn't work so terribly hard but kept glancing to the window of the room where Miss Fairman was teaching.

Bob took us around the campus and told us that through the efforts of Mr. Reed now superintendent of schools, Hopkins was fortunate enough to have this beautiful campus, with tennis and croquet courts, a mile track, a swimming pool and a large "gym" with shower baths.

Going by the swimming pool I saw Harold Saunders, athletic instructor, trying to teach some giggling girls how to swim.

Just as we were to set down under one of the fine elms, I spied a thin gray haired man coming in our direction. And who do you think he was? Mr. Reed of course. He had changed greatly in appearance. He had been living on one meal a day to reduce weight and

wore a gray wig but he was the same Mr. Reed of our High School days, good natured and jolly.

We all sat down and from Mr. Reed I learned that Miss Leonard was known no longer by that name, it was Mrs. Nash now, and seeing that Mr. Nash was a member of the President's cabinet, Mrs. Nash lived at Washington, D. C.

Miss Corbin had gone to Paris to study Paris styles, but Dukes seemed to cross her way and so she too had entered the holy bonds of matrimony.

Miss Ackon had taken a trip to Mars in an airplane. Mr. Reed said that she probably found her mate there, as she did not return.

Miss Callahan had become President of Mt. Holyoke college, and was striving to get her degree, M. R. S.

Seeing that Henry Bemben had taken away Mr. Loring's position he had gone away to Lawrence.

I spent two weeks renewing friendships and returned to my ranch with pleasant thoughts of Hadley and my Alma Mater.

Class Ode

(GERTRUDE DUNBAR CRAFTS)

We have finished yet only beginning
Our school days at Hopkins are o'er.

Many a duty is calling
Opportunity stands at the door
The work of four years is completed,
But the busy world bids us to leave
For life's broad field of action,
Where there are tasks for us to achieve.

Yet fondly still we linger,
Loth to say farewell
Thought turneth backward,
Sweetest memories dwell,
Of happy years at Hopkins,
Friendship tried and true;
We've reached the goal we struggled for
But its hard to leave you, too.

As we go forth from Hopkins
We shall carry on our way
Priceless gifts and memories
Of this our closing day,
And then may all the knowledge
Gained in this school of fame
On our lives re-echo
To the credit of her name.

Dedication of Class Tree

EDWARD SULESKI

Friends and Alumni of Hopkins Academy:—

For the past ten years it has been the custom for the graduating class to choose and dedicate a tree on the Hopkins campus, which shall serve as a gathering place for the class in future years. It is indeed fitting that we should do this. Just as a tree grows, upward, becomes firm, thrifty and worth while, we the Class of 1922, as we go forth into the world to take up our places in life would also grow in broad mindedness. Stand firm for the right and accomplish a work in the world that is truly worth while.

As we place our class marker with the numerals 1922 before this Sugar Maple, let us think of all we owe to Hopkins Academy. May we be a credit to our Alma Mater and by our lives, bring added honor to her name.

The graduation exercises were held in the Town Hall on Tuesday evening, June 20th with the following program:

Senior March

"Star Spangled Banner"

Essay—"The American and His Government"

KATHRYN VERONICA TOOLE

Essay—"The American Short Story"

ETHEL CLAIRE WHITE

Girls' Glee Club—

"Come Where the Lillies"

Thompson

"Come Ye Fairies"

Lynce

Essay—"The Genius of Dante"

MARY VICTORIA NEIL

Essay—"The Open Door"

JOHN PETER MILESKE

Girls' Glee Club—

"All on a Summer's Day"

Silver

"A Meadow Song"

Weigand

"Morn Rise"

Czibulka

Essay—"The Value of Education" . . .

SOPHIE MARY KREMENSKY

Oration—"The Victories of Peace" *Charles Sumner*

EDWARD JEKANOWSKI

Senior Song—"Farewell Dear School" *Streeter*

Granting of Diplomas

President, DR. F. H. SMITH

Announcement of Prizes—

Chorus—"Morning Invitation" *Veazie*

"Song of the Armora" *Nevin*

"Hail, Hopkins, Hail"

CHORUS AND AUDIENCE

Announcement was made that the James Robert Ryan Prize was awarded to Sophie Mary Kremensky, the Athletic Scholarship Medal to John Adolph Mokrzecki and the School Trophy to the Class of 1922.

The members of Pro Merito Society from the Class of 1923 were announced at the graduation exercises. They are: Eleanor Miller, Olive Keefe, Margaret Toole, Mabel Mather, Mary Reardon, William Chumura, Lewis Whitaker.

The Genius of Dante

When Italy celebrated, on September fourteenth, the six hundredth anniversary of Dante Alighieri, she celebrated the memory not only of a great poet but also that of her greatest philosopher, patriot and prophet. Never has a poet in any age or any country been so honored and glorified as has this great, Italian epic poet on the Sixth Centenary of his death, in his native city of Florence. But indeed, the whole world has joined in the Celebration, for Dante is a world poet, in the sense that he is universal.

Dante made the world of literature safe for democracy. He was the first to take literature out of the realm of the dead languages, and express himself eloquently in his native tongue. The study of his own writings is a spiritual education, and one of the most exalting experiences provided by books. In this respect, Dante is beyond doubt, the greatest poet of the world, in the power of heightening the glory and terribleness of the human race, as he showed in his "Divine Comedy."

Something of Dante's life we learn from his biographers, Boccaccio and Bruni, a little from

the poet himself and from his neighbor, Villani. But, what we know of his external career is as nothing compared to the revelation of his inner life, in his writings. It is the disclosure of the author's soul in his "Vita Nuova" (the "New Life") and the "Divine Comedy" that makes these works so deeply significant and so exceptional. In all the nine centuries, between St. Augustine and Petrarch—between the end of ancient civilization and the beginning of the Renaissance,—we find in literature no more truly distinguished personality made manifest. Indeed, the writings of all times afford few such opportunities to look into the mind and heart of a really, great man.

If we had to select from the complex of Dante's nature, some one dominant characteristic, something that shaped his life and showed itself in all his mental and emotional habits, we should call that characteristic "intensity." He applied himself more intensely than other men to all he did; thought harder, felt more keenly; and that is why after all these years, his thoughts and feelings affect us so deeply. In his character there was no place for laxness and tepidity.

Dante was a master of imagination. The reading of his great poem is like a dream of magic pictures—pictures clear and beautiful, crowding one another in their swift, ceaseless eddies, while the deep current of thought flows on below.

Not a few of his sketches are evidently suggested by his readings, many more by his experience with men and affairs; now and again, we find a scene drawn up by him in his own way, but borne on a general impression, derived from some book, ancient or modern. Virgil's Elysium fields are probably the prototype, both of the New Castle,—which shelters the great spirits of pagan antiquity in Dante's Limbus, shining bright and peaceful in the midst of the dark air, aquiver with sighs,—and of the valley of the Princes flowery and sweet, in the lap of the mountainside of Purgatory, peopled by shades of recent rulers. Dante's garden of Eden is made up of features

common in legend,—trees, flowers, birds, streams—but invested with new loveliness by the poet's phrasing, and with new interest of his introduction of the sweet maiden Matilda, the embodiment of eternal springtime.

It is very true that Dante was a dreamer, but he was also a man for whom the outer world existed. It existed for him in no vague, indeterminate shape, but clear in construction, precise in outline, vivid in color, quick in meaning. When he looked at man or nature, his eye, like a Japanese artist, caught the salient, peculiar traits and stored them in memory which let nothing fade.

There is an unearthly beauty quivering on Dante's pages that will always arrest attention. Rare as is the "*terza vima*" the power of the poem lies deeper. As one reads them; the verses glow with ever increasing beauty, and when one tries to analyze the reason of this fascination, one finds it in the vivid and ineffable pictures; in the lines precise as a statement in Euclid; in sentences now throbbing with terrible passion; and again, infinitely delicate, tender and full of grace, such as only a strong man of finest feeling could write.

The slenderness of Dante's output was due largely to his theory of poetry. He was not provoked to burst into song at the sight of an urn, a sunset, or a daffodil. Such objects in his judgment might be the ornaments of poetry but not its subject matter. This theory limited his interests and restricted the exercises of his talents.

The "*Divine Comedy*," Dante's supreme work, made up of the three books: "*The Inferno*," "*The Purgatorio*" and "*The Paradise*" is a guide to the way of life, as understood by the best minds of the Middle Ages, and interpreted by the loftiest genius. It shows the path which leads us out of the savage wood of evil, into glories, liberty and celestial beatitude.

The "*Inferno*" is not, as so many judge, a devil's nightmare; a horrible picture of torments devised by the fiendish ingenuity of a medieval schoolman. It is the portrayal of the nature and consequences of sin, by one whom

Lowell has called "the highest spiritual nature that expressed itself in rythmical form. "Dante, as a prophet of the Almighty would arouse a wretched and misguided world to a true conception of the nature of evil. Theologians may define sin; he would paint it; he would paint it in colors so vivid that it would burn forever in the memory of men. But evil can be known only when it has brought forth its awful and pernicious results, therefore, the poet must go among the truly dead, and track the evil into the eternal world, strip it of its false glitter, and reveal its essential nature.

The "*Purgatorio*" makes manifest the way from the power and effects of sin. The mood must be one of humility. One's face must be washed by the dews of repentance and his body girded with the reeds of submission.

The "*Paridiso*," to most lovers of Dante, is the supreme achievement of his genius. To them, it is the noblest expression of the creative imagination, in all literature. Dante keenly felt the inability of his pen to describe the ever heightening glory of truth, and the unutterable rapture of redemption.

The "*Divine Comedy*" is more than a great poem; more than a solemn monument of the loftiness of Dante's artistic genius. It is the most powerful and extraordinary political document ever written. The reformer's zeal had burned steadily and fiercely in Dante's breast, since those early days, when he had mingled in and striven to ally the political antagonism of Florence. Exile had extended his interests and enlarged his vision. By personal activities, by diplomatic missions by elaborate letters to the Florentines, to the Cardinals, to the German Emperor, by a volume on the true nature of government, he endeavored to influence the political thought of his day.

The author does not deal with political problems and their solutions, but with passions and their results; not with party slogans, but with moods, ideals and sin. Man fights under many flags, but the battle is always the same. Interested as he was in the banners floating over Italy, the poet was wise in directing his atten-

tion toward the struggling soul of man. The tremendous emphasis he placed upon the worth of the soul, lifted the individual above all titles and claims of blood.

More truth enters the mind through the imagination than through the reasoning facilities, and no writer has equaled Dante in ability, to turn politics into art, and to invoke the authority of the mighty dead. No one has approached him in the power to bring the sanction of the eternal to bear on the trivial concerns of the earth and to make the judgment seat of the Almighty, turn the noisy currents of history.

It is, however, the religious impulse that is supreme in the "Divine Comedy" dominating its thought and action. Dante's prolonged contemplation of the sublimist truths, made all personal ambitions seem trivial, until finally, they were absorbed in the controlling purpose, to be a faithful interpreter of the Truth.

Solid realism is the tone of Dante's "Inferno"; his "Purgatorio" is still on earth, but surrounded by a celestial atmosphere; his Heaven is compounded almost exclusively of light and music. Think then, what almost super-human resourcefulness is required, to diversify the stages of his journey through the skies. In one place, dancing rings of bright spirits; in another, a ladder of light, extending beyond the range of vision, with souls flitting over it; in still another a vast army of militant ghosts all alive with song; elsewhere a host of shining souls takes the form of an angel, symbol of the Holy Roman Empire.

The outer form which Dante gave to his great poem was nothing new or original. Visions into the other world were common during the Middle Ages. What differentiated him, however, from his predecessors is that he made his vision a carefully wrought out allegory, which besides containing wonderful poetry, is also, an eptiome of the poet's own life and of whole mediæval world. That allegory exists, there can be no doubt; Dante distinctly tells us so.

But there is also the personal allegory as

well. Dante himself is the chief actor. He it is who is lost in the world of sin; who is repulsed from the mountain of peace, by the wolf, the panther and the lion. Virgil, representing Earthly wisdom or Reason, and Beatrice representing Divine Wisdom or Illuminating Grace, lead him through the darksome ways of Hell and up over the craggy heights of Purgatory to the Paradise of God.

At present, generally speaking, we care little for allegory, which, when it does not bore us, puzzles and baffles us. Probably, few modern readers of Dante are really interested in his symbolism, except in its broadest outlines.

But, after all, the allegory is not the most important part in the "Divine Comedy." The poem compels our undying admiration, because it is drama, in which we see moving across the stage, the mighty form of all lands and all ages. Greece and Rome are there; and Dante, boldest among poets gives us a living, breathing picture of his own times and country. Among these spirits who have left such deep footprints on the sands of time, we see the grim figure of the poet himself—the exile and partisifull of hate and indignation for all that is evil, and touched by the tenderest sympathy for all that is sweet and good. It is thus intensely personal stamp that makes the "Divine Comedy" so real; the throbbings of the poet's heart, the longings of his soul; his words of fierce denunciation, with the sublime poetry in which they are enbalméd, make the book unique among the World's books.

Men of every age, will turn to this miracle of song for the emotional elevation which comes from reading it. The reader may repudiate every dogma that Dante loved, and be a consistent agnostic concerning all his supreme affirmations, yet, he cannot live in the poet's world, and think his thoughts without having created in his mind those exalted and productive moods, which make life worth living, and everything seem possible.

Dante has a message for everyone; it is a message rich with human wisdom and heavenly

worth. Everyone may drink at the fountains of Dante's engenuity, and gain refreshment, light and peace.

MARY V. NEIL, '22.

The American and His Government

In one of the world's greatest orations, Abraham Lincoln said, "This government of the people, by the people, for the people shall not perish from the earth." We all experience a glow of patriotic fervor when we hear these words, but how many of us ever stop to realize how truly ours is a government of the people, by the people, for the people, and what responsibility devolves upon the individual who is a part of the government.

When the founders of this nation drew up the Declaration of Independence they asserted the principles on which the government of the peoples exists in the following words, "We hold these truths to be self-evident, that all men are created equal, that they are endowed with certain unalienable rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."

Ours is a government of and by the people because every one, directly or indirectly has a voice in the government. Article XV in the Constitution reads: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or any state on account of race, color or previous condition of servitude." Article XIX provides that no state shall deny any citizen the right to vote on account of sex.

In the average community, the majority of the population is of the white race. These people are of average intelligence and are allowed a voice in their government if they are citizens. To quote again from the Constitution, "All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside."

The importance of the privilege of naturalization is evident when we consider that the average American, as we think of him, is either an immigrant himself or the descendant of an immigrant. That immigrant in most cases was escaping from some type of religious, political, social or economic oppression. The fact that he had the moral courage to seek new opportunities, proves him to be a person of unusual virility and stamina. Therefore our government of the people is made up mostly of the best of the Old World population.

There is no unchallenged or unrestricted governmental authority in the United States. Our Constitution provides for a system of checks and balances whereby the power or acts of any branch of the government are subjected to the approval of another. For example Congress may pass a law. The President can approve or veto it. If he vetoes any bill Congress must have a two-thirds vote of both houses to pass it over his veto. Any act of Congress is subject to review by the courts. Arbitrary power is thus prevented and democracy protected. The underlying power of the government is the will of the people. The Constitution is the supreme law of the land and the Constitution reads: "We the people of the United States do ordain and establish this Constitution of the United States of America."

The government is not only composed of the people and conducted by the people, but it also functions for the people.

We have said that according to the Declaration of Independence the duty of the government is "To secure these Rights of Life, Liberty and the pursuit of Happiness for the people." Does our government secure these rights for us?

We have provision for the protection of our health and safety. Laws now in use include those which prevent the introduction or spread of contagious or infectious diseases, laws requiring the adoption of strict sanitary regulations in cities, those which prescribe standard for food of different kinds as well as laws regulating the sale of drugs and the practice of

medicine. In every locality there is a city health department which cares for the contagious or infectious diseases. A pure food law passed by Congress in 1906 requires the manufacturers of foods and drugs to state the ingredients of their products. Besides these general laws there are numerous local regulations. In cities where milk is furnished by dairies, the dairies must be inspected and kept clean. Meat inspectors and fruit inspectors share in the work for better health conditions. Our city governments provide fire departments to protect our lives and property against destruction by fire.

Moreover our liberties as well as our safety and health are well guarded by our government. We have a system of state and Federal courts which function to protect the people from the government, from their neighbor and in some cases from themselves. It may seem rather strange that we should need protection from our government.

However, a government is no better than the people who make it. We cannot have a perfect government carried on by imperfect human beings. We have had political corruption in our government such as the famous "Tweed" ring in New York and the Star Route frauds brought to light in President Grant's administration; the credit Mobilier, discovered in Garfield's administration and more recently the Newberry case.

The Government has also done much in providing for the Pursuit of Happiness. Land grants for educational purposes have been made by the Federal government. In many states children are required to go to school until the age of fourteen, and regulations exist in many places for part time schools for children from fourteen to sixteen who are engaged in gainful occupations and have not acquired a grammar school education. Every one has the opportunity to at least complete a high school education at public expense. Agricultural colleges do not charge tuition to pupils in that same state. It has been suggested that tech-

nical schools give free tuition to residents of the state in which these schools exist.

Local and state governments have also done much to beautify public places. They have built bridges, schools and other public buildings. State and national reservations have been taken over in order to preserve these beautiful or valuable places for the pleasure or use of the people.

What then is the duty of citizens whose government functions to protect our lives and liberty and to secure for us the pursuit of happiness. He who fully appreciates our privileges will simultaneously assume the responsibilities that such privileges entail expressed in the American's creed.

I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice and humanity, for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

KATHRYN V. TOOLE

The American Short Story

Never before in the history of American literature have so many short stories been written and published. Never before has there been such a vast company of successful authors. In like manner the field for technical love and critical discussion has advanced and widened apace. The American short story has become a popular subject for discussion and criticism for in the short story, American writers have evolved a new type of literature, as distinct from the novel as the ballad is from the longer epic. While the development of the short story is comparatively recent, its organ is a matter of earlier history. The parable of the prodigal

son in the Old Testament is materially a short story. But the critical consciousness of the short story as different from the novel dates back only to the nineteenth century.

The four writers who have done the most to give the American short story its present day rank are Irving, Poe, Hawthorne and Bert Harte.

Irving in his *Rip Van Winkle* inaugurated a distinctive type of short story—that of local color.

Poe was the first to regard it as fundamentally different from the novel or the story that is merely short. He writes of it. "A skillful literary artist has constructed a tale. If wise he has not fashioned his thoughts to accommodate his incidents, but having conceived with deliberate care a certain unique or single effect to be wrought out, he then invents such incidents, he then combines such events, as may best aid him in establishing this preconceived effect. If his very initial sentence tends not to the outbringing of this effect, then he has failed in his first step. In the whole composition there should be no word written of which the tendency direct or indirect is not to the one preestablished design. And by such means with care and with skill, a picture is at length painted which leaves in the mind of him who contemplates it with a kindred art a sense of the fullest satisfaction. The idea of the tale has been presented unblemished because undisturbed, and this is an end unattainable in the novel.

Because of the amount of comment this paragraph has caused and the influence it has had on the American short story, it is easily the most critical writing on the subject.

With his unusually clear intellect Poe fashioned his plots with mathematical precision. We know that in such of his stories as "A Descent into the Maelstrom" and "The Fall of the House of Usher," the element of suspense never lapses. He succeeded in giving his narrative the utmost emphasis with the greatest economy of means.

Hawthorne appeals primarily to the con-

science. Being a descendant of Puritans the problems of conscience were those with which he dealt mostly. His contribution to the American short story stands higher in the history of literature than Poe's because his works reveal a deeper insight into life than Poe's. Though his structure was frequently at fault he proved the greatness of his art by maintaining an absolute unity of mood in every story that he undertook.

In his short stories "The Outcast of Poker Flat" and "Tennessee's Partners," Bret Harte did more than anyone else to give the short story immediate recognition as a new type of literature. He sums up his views as follows: "The secret of the short story is the treatment of characteristic American life, with absolute knowledge of its peculiarities and sympathy with its methods; with no fastidious ignoring of its habitual expression or the inchoate poetry that may be found hidden even in its slang; with no moral determination except that which may be the legitimate outcome of the story itself; with no more elimination than may be necessary for the artistic conception and never from the fear of the fetish of conventionalism. Of such is the American short story, the germ of American literature to come."

Bret Harte therefore consciously created a new kind of literature. He believed that bad men were not so bad as society regarded them. Moreover, he possesses the typical southern humor.

The modern short story is short not merely because it happens to be told in a few words but by reason of deliberate methods employed in its construction. It sets out to tell not the history of an entire life-career, but the story of the supreme moment in a given life or career. Its chief law is compression. The story takes place, as nearly as possible, within one period of time—there is one character to whom all others are subordinated, and there is above all one grand climax toward which every element tends with rapid clean strokes; and finally

there is but one grand impression left in the mind of the reader at the conclusion of the story.

Many short stories require little or no denouement—they simply conclude. That is their climax and conclusion are identical. In the cases of the majority of the greatest published short stories no denouement has been necessary.

In concluding it is well to consider some of the reasons why the short story has played so important a part in American Literature.

The rise of the short story was closely associated with the rise of fiction magazine.

The magazine created a demand which the writers of the short story found it profitable to supply.

Its popularity is also due to the variety of plots offered the short story writer, not offered to the writer of the novel.

In the last place the short story has appealed to the American people because it harmonizes with the national temper. Poe writes of its brevity, "The ordinary novel is objectionable from its length. As it cannot be read at one sitting it deprives itself, of course, of the immense force to be derived from totality. Worldly interests intervening during the pauses of perusal, modify, annul or counteract in a greater or less degree the impressions of the book. But simple cessation in reading would of itself be sufficient to destroy the true unity. In the brief tale however the author is enabled to carry out the fulness of his intention be what it may. During the hour of perusal the attention of the reader is not distracted from the theme. There are no external or extrinsic influences resulting from weariness or interruption.

Because of these reasons the short story is so dear to the American people. In the development of a popular type of writing the aim should be to maintain a high literary standard and by means of the widely read magazine stories to develop among the reading public a desire for the good and the best in literary achievement. It seems as if, by this means,

the short story might find an important place in American Literature of the future.

ETHEL C. WHITE

The Open Door

For almost a century and a half the United States has maintained the policy of the open door in regard to immigration. That this has been a wise policy is evidenced by the building up of the great west, the construction of hundreds of miles of railroads; the growth of our industries; and the development of agricultural prosperity during the nineteenth century. Much of this unparalleled expansion, is due to the immigrants. It has been estimated that about five million came to this country between 1790 and 1860 and after the Civil War the tide of immigration increased until a million a year were passing through Ellis Island in the years immediately preceding the World War.

During this time there have come among us more than twenty million European immigrants, with all manner of mental background, most of them possessed traditions, which blended with our American ideas.

When an immigrant comes to the United States with the intention of making his permanent home here, he is likely to be interested in American institutions, to adopt American customs; to acquire American ideals. He becomes a contributing factor in our body politic.

For generations, it was the settled opinion of our people, which found no challenge anywhere, that immigration was a source of both strength and wealth. Not only was it thought unnecessary to examine foreign arrivals at our ports, but there was a desire for more immigrants.

Since the opening of the twentieth century, the character of immigration has changed. The immigrants of former time came almost exclusively from western and northern Europe. They came to make permanent homes in the New Land. We have now tapped great reservoirs of population, then almost unknown to the passenger lists of our arriving vessels.

We must now face the problem of the immi-

grant who comes to this country without any intention of becoming a citizen of the United States. That such a problem exists is evident by the census for 1920 in New York state showing 2,786,112 foreign born residents of whom less than fifty per cent were naturalized citizens. This means that many of these people will return to the old world as soon as they have accumulated a sufficient amount of money.

The large unnaturalized population imperils the success of Democracy by rendering laws unenforceable. The native is robbed of a unity of thought by which social and liberal progress can be made. How are we to preserve democracy and popular government among a people who have no desire to become citizens and protectors of the constitution of the United States.

Such conditions have made it necessary to place restrictions on the type and volume of immigration, resulting in the three per cent restriction law.

By this law it is hoped that the tide of immigration will be limited in such a way that those who are coming in to this country will do so with the intention of making a permanent home here, of adopting American ideals and of supporting the Constitution of the United States, the safeguard of our American Democracy, and that this fair land of ours may ever remain the beacon light of freedom for oppressed peoples of the world.

JOHN P. MILESKE

Value of Education

Plato, the Greek philosopher said, "Good education is that which gives to the soul and to the body all the perfection of which they are capable." We can realize from this quotation that the significance of education was early appreciated. In fact ever since man appeared upon the earth, the race has struggled to overcome its environment and thus progressed from savagery to the present state of civilization. Education in its broadest sense continues as long as life lasts and knowledge can be acquired; in the restricted sense in

which the term is ordinarily used, it refers to the training of children, youths and adults in educational institutions, common schools, colleges, universities and professional schools. It is confined to the school-age which may extend from four to thirty years if kindergarten and professional schools are included.

Education collects from the experience of the past and aims to give the benefits of such experience to the next generation. Professor John Dewey, an eminent authority on psychology has said, "All that society has accomplished for itself, is put through the agency of the schools at the disposal of its future members. All its better thoughts of itself, it hopes to realize through the possibilities thus opened to its future self." To realize the effects of civilization and environment on the individual, let us try to imagine Shakespeare in a different environment from his own. A Shakespeare, reared on the steppes of Central Asia, among the Tartan hordes of Genghis Khan, would have been a savage, a poetic savage perhaps, but still a savage blood thirsty, restless and wild. Born of a primitive race, in some sunny chine, he would have looked dreamily upon the world and life, somewhat as an animal of the forest. Shakespeare of England, by a long process of education, gained the ideas of his age and the culture of the great civilization of the past. His education together with his environment in England of the sixteenth century, stimulated his naturally keen human intelligence, aroused his native poetic fancy, and enabled him to make true pictures of human characters living still in his great English dramas.

Education is an inherited capital of ideas, discoveries and experience. It enables man to begin real life where the previous age left off. The thoughtless person who argues against education little knows, how much he and all men are indebted to it. The demand for general intelligence is increasing, and the capabilities of the race for knowledge are increasing with each educated generation.

Our educational aim should not be merely to

acquire the knowledge accumulated by the experience of the past generations, but to add to that fund of knowledge by our own efforts. Progress is necessary for life; to stand still is to decay. We must advance or recede. One with a progressive spirit gains little day by day and year by year, and in the sum of years, there will be a large aggregate. Each generation hopes to add to the experience and knowledge acquired by the previous generations and anticipates greater opportunities for the future.

Those men and women who emigrated to America because of conditions in the Old World that prevented them from advancing, have a keen appreciation of the value of that education which they themselves were denied. They realize what great opportunities education makes possible, and most of them seek to give that opportunity to their children. What bright dreams and hopeful anticipations of those men and women whose first acquaintance with the New World was at Castle Garden or Ellis Island, have been fulfilled through our American educational opportunities open to their children. In the educational institutions of the United States lies the hope of the future of the country; for here can good citizenship and devotion to American ideals be developed.

The opportunities of education cannot be emphasized without the responsibilities which such advantages bring to the individual. Society has a right to expect more from one who has enjoyed the benefits of education tending to develop his natural abilities, and if these abilities be good, to make him a more useful member of society. It is not sufficient for one to enjoy selfishly his knowledge and power; he should be a mediator between his capabilities and his opportunities. It is one thing to have power, another to use it. The mighty engine may have within it the potency of great work, but it may stand idle forever unless the proper means are employed to utilize it. Let the student convert his education into active energy, and study the best ways of making it tell for the highest usefulness. Education but prepares to enter the great school of life, and that school

should be a means for continuous development toward higher character, greater knowledge and wider usefulness.

Knowledge received through education enables one to marshal facts necessary for decision and wise action. Imagine a judge trying to reach a decision without the points in evidence before his mind; a statesman able to interpret current events without a knowledge of history; an investigator in science who had not before him the results of the investigation of others.

When we consider the value of education, we may begin to wonder why parents send their children to school. Many do not think about the matter at all, for here or elsewhere many follow the powerful factor of social imitation and send their children to school because the school is there and because other parents send their children. However, social and economic advantages are often determining influences.

The *Journal of Education* has undertaken to estimate the economic value of education and present the following evidence: "In the United States as a whole the average college graduate earns \$2000 a year, the average high school graduate earns \$1000 a year and the average elementary school graduate earns \$500. Each day spent in high school is worth \$25 to each pupil, each day spent in college \$55.55. This is more than the average boy or girl can earn by leaving school and going to work. Only one in a hundred of our people is a college graduate.

However he who values education solely because of its economic benefits, fails to realize the great opportunities opened by education. What is the purpose of education? It is not primarily something that has a market value and will sell. The man who thinks education is gaining knowledge in order to draw a better salary will never possess an education in the fullest sense of the term. The highest aims of education are not selfish, but to make the individual a more useful member of society and a better citizen of his country.

SOPHIE M. KREMENSKY

ATHLETICS

....Hopkins 9, So. Hadley Falls H. S. 6....

A fine exhibition of schoolboy baseball was played at South Hadley Falls June 2 by nines from Hopkins Academy and South Hadley Falls high school, the Hadley boys returning with the bacon by a score of 9 to 6. Hopkins gave South Hadley a rude shock in the second inning, when, with one down, Hopkins fell upon South Hadley's star pitcher with their battle clubs and drove across the plate four runs on solid clouts by Moore, Pelissier, Wanczyk and Mileski. Wanczyk's blow came with two on and went for two bases. South Hadley got a run in the first on an error and collected three more in the second on three passes and a couple of hits. Rojko, Hopkins' freshman pitcher, pitched a clever game and after the second South Hadley could do nothing with him until the ninth, when, with two down, they started a rally, but were adle to get but two runs. Singles by Kazara and Moore and Tom Flaherty's long two base drive with a base on balls gave Hopkins three runs in the fifth. And in the sixth Jekanowski slashed one for two bases, driving Rojko and Mileski across the plate. The fielding of Wanczyk and Kazara was an outstanding feature. The South Hadley outfield put up a fine exhibition, catches by Burnett and Allen robbing Kazara, Wanczyk, and Kowal of hits. Watson played a great game at third for South Hadley, getting one off of Kazara's bat that would have done credit to a big leaguer. The score:

Hopkins						
	ab	r	h	po	a	e
Mileski, r	4	1	1	0	0	0
Kazara, s	5	1	2	2	2	0
Jekanowski, c	4	1	1	7	2	1
Flaherty, 1b	5	1	1	11	0	1
Moore, l	5	1	2	0	0	0
Pelissier, m	4	1	2	0	0	1
Wanczyk, 3b	4	1	1	5	1	0
Kowal, 2b	4	0	1	1	4	1
Rojko, p	3	2	1	1	6	0
Totals,	38	9	12	27	15	4

South Hadley Falls

	ab	r	h	po	a	e
Watson, 3b	5	2	1	4	4	0
O'Connor, s	4	0	1	2	2	0
Burnett, l	4	1	1	3	0	0
Smith, c	5	1	1	3	3	1
O'Connell, 1b	5	0	0	10	0	0
Allen, m	5	0	1	3	0	0
Lankes, r	3	0	1	0	0	0
Kormer, 2b	3	1	1	2	2	0
Gilinais, p	3	1	0	0	1	0
Totals,	37	6	7	27	12	0
Hopkins	0	4	0	0	3	2
So. Hadley	1	3	0	0	0	0

Two base hits, Jekanowski, Flaherty. Bases on balls, off Rojko 5, off Gilinais 3. Struck out, by Rojko 6, by Gilinais 1. Double play, Kazara to Kowal to Flaherty. Umpire, Slattery.

..... Review of Baseball Season

With the discovery of Rojko of the freshman class as a real pitcher, the baseball team looked as strong as any nine we have had in a number of years and proceeded to chalk up a number of victories including wins over South Hadley Falls High School, Smith Academy, Smith School and Sanderson Academy. With Capt. Jekanowski the sturdy, hard working catcher to help him, Rojko developed rapidly. Flaherty, Kowal, Wanczyk, and Kazara made up the fast infield. Yarrows, Moore and Mileski the regular outfield played well. Pelissier and Chumura were used in both the infield and outfield and were about as strong as the regular players.

The Hopkins boys usually can hit. This year's team was particularly strong at the bat. Jekanowski, Kazara, and Flaherty were the most dangerous hitters and were responsible for the undoing of a number of opposing pitchers. There was not a weak hitter on the team. While Wanczyk and Yarrows have batting averages that are not high both came through many times just when a hit was needed. Next to the hitting the outstanding features

of the season were the all around playing of Jekanowski and Kazara, the fielding of Wanczyk and outfield work of Moore and Yarrows.

Batting Averages

Players	ab	r	h	tb	av
Jekanowski	50	14	24	33	480
Chumura	25	9	11	11	440
Kazara	51	19	22	30	431
Flaherty	51	11	20	33	392
Pelissier	22	5	8	9	364
Rojko	26	10	8	9	308
Moore	47	11	14	19	298
Mileski	31	11	8	8	258
Kowal	39	9	10	10	256
Yarrows	33	7	8	13	242
Wanczyk	40	11	7	7	175

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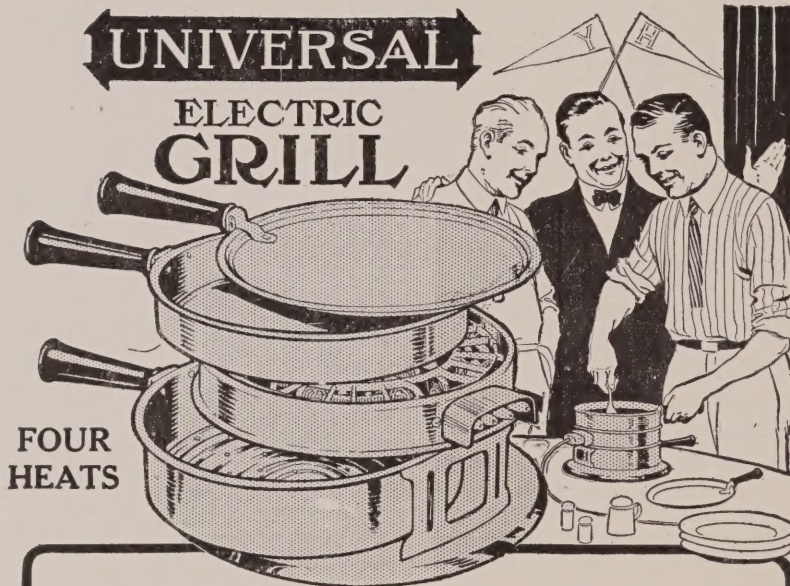
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